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IDENTIFIERS Public Law 93 380

ABSTRACT

This annual report for fiscal year 1975 evaluates the performance of a program conducted by the Living Skills Center for the Visually Handicapped to enable a population of forty blind adults to be easily assimilated into the community and to increase their employability and contribution to society. Progress is assessed for activities in three areas of the six that are required to meet the program objective: (1) living skills, which overall showed significant gains from pre- to post-test levels, especially in cooking, cleaning, and financial management; (2) vocational training, which used a career development inventory and a vocational hierarchy (that contained four levels through which participants moved) to evaluate program participants and which provided job observation and special study sessions such as guest speakers and role playing to prepare participants for employment (fifteen of twenty-seven participants reached Level IV and are either in a work experience program or were then involved in job searching); and (3) recreation skills, which was the least productive area but will hopefully be developed in the future. The program is shown also to have accomplished its goals of serving as a model for other similar projects and of disseminating instructional materials and techniques that it developed. (ELG)

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LIVING SKILLS CENTER FOR THE VISUALLY HANDICAPPED

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Philip H. Hatlen, Director

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CAREER EDUCATION PROGRAM PROJECT PERFORMANCE REPORTS

- ED160795
1. Project Number: 1791
 2. Grant Number: C007502394
 3. Nature of Report: Final
 4. Project Title: Living Skills Center for the Visually Handicapped
 5. Period Covered by this Report: July 1, 1975 - June 30, 1976
 6. Category of Project: Populations
 7. Name of Project Director: Philip H. Hatlen
 8. Name and Address of Grantee/Assistance Contractor Institution:
Frederic Burk Foundation for Education
at San Francisco State University
75 Southgate Avenue
Daly City, California 94015
 9. Major Activities. The primary objective of this project was "...a population of blind persons with the skills and personal characteristics which will enable them to be easily assimilated into the community and will dramatically increase their employability and contribution to society."

Six major activities were listed as leading to this objective:

- (1) Orientation and mobility skills
- (2) Communication skills
- (3) Living skills
- (4) Social skills
- (5) Recreational skills
- (6) Vocational training and placement

The extent to which these activities resulted in this project meeting its primary objective is documented thoroughly in the evaluation report.

Progress is noted for five of the six activities for all participants. (One activity, recreational skills, has not proceeded satisfactorily, for reasons noted in the evaluation report).

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Most important, of the 40 participants served during the project year the following data illustrate the success of the Center:

Number living independently:	23
Still enrolled at Center:	13
Living with parents:	4
Employed (Permanent):	5
Employed (CETA-Temporary):	12
In intensive job training:	9

Additional objectives for the Center were:

(1) Demonstration of a unique service for the blind which may serve as a model for others. Dissemination has been the primary activity in meeting this objective. Replication efforts by others are moving slowly; at the present time, at least three schools/agencies are working on replication Centers (Illinois, Arkansas, and Pennsylvania).

(2) Development of instructional materials and techniques which may be worthy of dissemination. Three publications will be available for dissemination by October, 1976:

"Beyond T.V. Dinners: A Three-level Recipe Book
for the Visually Handicapped Cook"

"Assessment of Living Skills for the Visually Handicapped"

"Living Skills Center for the Visually Handicapped:
Suggestions for Development and Curriculum Planning"

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20202

CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 51-R1167

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column 6) NUMBER WHO ARE			OF THE TOTAL (column 6) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK/ NEGRO	CAUCASIAN/ WHITE	HISPANIC	TOTAL (sum of columns (1) through (5))	HANDI- CAPPED	GIFTED AND TALENTED	LOW INCOME	MALE	FEMALE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)											
3-YEAR COLLEGE		1		4		5	5			2	3
4-YEAR COLLEGE											
ADULTS (non-matriculated)			2	32	1	35	35	1	38	18	17
SUB-TOTAL		1	2	36	1	40	40	1	38	20	20
EDUCATIONAL PERSONNEL											
TEACHERS				5	1	6					
COUNSELORS											
ADMINISTRATORS					1	1					
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY		2	35	200	12	249					
PARENTS											
OTHER (specify) Voc. Spec. Tch. Asst.			1	1	1	3					
TOTAL		2	36	207	15	260					

OE FORM 467, 2/76

EVALUATION

The Living Skills program has continued to operate at a highly effective level during the past year. Evaluation instruments for these skills appear to have been refined to the point where they provide reliable and valid assessment procedures which can now be disseminated for use in other programs with only a few minor changes. Data on each skill area will be discussed individually, however, the matrix in Table 1, which indicates entry date, participant status, vision level, sex, performance scores in all living skills areas, mobility, movement through the vocational hierarchy, number of job observations and current job status, is presented in order that a cross comparison of all participants in all skill areas may be made.

Cooking Skills

Data on twenty-seven participants was analyzed, with both pre and post test information available on nineteen participants. Six participants were too new to the project for post testing, while two had left prior to post testing.

The training program in cooking skills is comprised of four levels of increasing difficulty, with Level I focusing on pre-cooking skills which are a clear pre-requisite to other levels. Unless participants evidenced a high degree of competence at this level, no attempt was made to pre-test other levels and an assumption of a zero score on these levels was made. Though this assumption results in a degree of error, it appears justified by the results of actual pre-testing which has occurred. However, analyses to determine statistical significance of change has been limited to Level I, where both pre and post-test data is available.

Item analysis of fifteen pre-tests in the cooking skills area indicates strongly that the average participant entering the project is seriously lacking in even rudimentary pre-cooking skills. Figure 1 shows the percent of correct responses to each item on the Level I cooking evaluation upon entry into the project.

A 90% correct response rate was established as mastery criterion for each of the four cooking levels. At entry only eleven percent (2 out of 19 participants) evidenced mastery of Level I skills.

Post-test results indicate that by the end of the project year, 74% had achieved mastery of Level I skills, 42% had achieved mastery of Level II skills, 11% had achieved mastery of Level III skills, with no participants achieving mastery of level IV skills. There appears to be no difference in the probability of participants with high or low entry scores attaining mastery of Level I skills since as many participants who entered with scores below the mean attained mastery as did participants who entered with scores above the mean. There is, in all probability, a correlation with time.

TABLE 1

PARTICIPANT EVALUATION SCORE MATRIX

PARTICIPANT EVALUATION SCORE MATRIX																																																							
Participant	Entry Date	Current Participant	Graduate	Left Program	Blind	Partially Sighted	Male	Female	Cooking 1 Pre	Cooking 1 Post	Cooking 2 Pre	Cooking 2 Post	Cooking 3 Pre	Cooking 3 Post	Cooking 4 Pre	Cooking 4 Post	Cleaning 1 Pre	Cleaning 1 Post	Cleaning 2 Pre	Cleaning 2 Post	Cleaning 3 Pre	Cleaning 3 Post	Cleaning 4 Pre	Cleaning 4 Post	Clothing 1 Pre	Clothing 1 Post	Clothing 2 Pre	Clothing 2 Post	Clothing 3 Pre	Clothing 3 Post	Financial 1 Pre	Financial 1 Post	Financial 2 Pre	Financial 2 Post	Financial 3 Pre	Financial 3 Post	Computation Pre	Computation Post	Mobility 1 Pre	Mobility 1 Post	Mobility 2 Pre	Mobility 2 Post	Vocation Pre	Vocation Post	Observations	Job Placement									
1	10/75		X	X		X			28	31	0	14	0	0	0	0	27	47	0	27	0	0	0	0	16	27	0	3	0	0	3	5	0	12	0	7	12	12	23	11	--	--	1A	11C	3	No									
2	8/74	X		X		X			18	33	0	24	0	21	0	0	10	51	0	33	0	6	0	0	17	26	0	0	0	0	3	6	0	10	0	9	1	10	17	5	8	5	1A	11A	28	No									
3	10/74	X		X		X			4	21	0	0	0	0	0	0	2	20	0	0	0	0	0	0	12	18	0	0	0	0	1	4	0	0	0	0	0	0	2	33	23	--	--	2A	11B	3	Yes								
4	3/75		X	X		X			9	29	0	0	0	0	0	0	5	37	0	0	0	0	0	0	14	20	0	0	0	0	2	6	0	8	0	0	0	0	24	10	--	--	1A	2B	0	No									
5	3/74	X			X		X		11	35	0	23	0	0	0	0	25	35	0	0	0	0	0	0	12	27	0	0	0	0	2	6	0	8	0	0	0	0	--	--	--	2	1A	11A	4	No									
6	8/75	X		X		X			12	34	0	21	0	0	0	0	10	46	0	33	0	0	0	0	12	22	0	0	0	0	2	6	0	12	0	12	14	14	16	12	--	17	1A		32	No									
7	5/76	X		X		X			11	--	0	--	0	--	0	--	45	--	0	--	0	--	0	--	12	--	0	--	0	--	5	--	5	--	8	--	11	--	29	--	--	--	1A	11B	0	Yes									
8	6/76	X			X	X			31	--	12	--	0	--	0	--	41	--	5	--	0	--	0	--	25	--	1	--	0	--	3	--	2	--	0	--	13	--	--	--	--	--	1A	--	0	No									
9	4/75	X		X		X			26	--	4	--	1	--	0	--	7	--	0	--	0	--	0	--	24	--	3	--	0	--	4	--	3	--	0	--	13	--	16	--	--	--	1A	11A	3	Yes									
10	4/76		X	X		X			24	--	10	--	0	--	0	--	6	--	3	--	0	--	0	--	25	--	0	--	0	--	2	--	0	--	0	--	8	--	20	--	--	--	1A	11B	3	Yes									
11	5/76	X		X		X			5	--	0	--	0	--	0	--	2	--	0	--	0	--	0	--	8	--	0	--	0	--	2	--	0	--	0	--	0	--	36	--	--	--	--	0	No										
12	4/76	X		X		X			16	--	0	--	0	--	0	--	22	--	0	--	0	--	0	--	18	--	0	--	0	--	5	--	0	--	0	--	14	--	19	--	--	--	1A	1A	0	No									
13	3/76	X		X		X			23	34	0	14	0	--	0	--	17	39	0	2	0	0	0	0	18	23	0	--	0	--	3	6	0	9	0	0	14	14	26	--	--	--	1A	11A	12	No									
14	9/75	X			X	X			21	35	0	26	0	24	0	3	13	47	0	37	0	5	0	0	15	31	0	7	0	6	3	6	0	12	0	6	12	14	6	2	--	--	1A	11A	10	Yes									
15	9/75	X		X		X			9	35	0	24	0	22	0	0	17	47	0	37	0	3	0	0	17	30	0	5	0	4	4	6	0	12	0	12	14	14	30	12	5	3	1A	11B	33	Yes									
16	3/74	X		X		X			5	27	0	20	0	0	0	0	9	51	0	37	0	3	0	0	11	24	0	0	0	0	2	6	0	11	0	11	3	1	39	9	4	6	1A	11A	25	No									
17	1/76	X			X		X		32	35	15	21	0	0	0	0	40	46	25	29	0	0	0	0	23	30	0	5	0	0	6	4	7	9	0	0	4	8	5	--	16	--	1A	11B	20	Yes									
18	8/75	X		X		X			12	33	0	13	0	0	0	0	7	39	0	0	0	0	0	0	13	24	0	0	0	0	2	5	0	10	0	0	4	12	--	--		26	1A	11B	30	Yes									
19	8/75	X			X		X		13	35	0	25	0	18	0	0	15	49	0	29	0	0	0	0	17	31	0	7	0	6	2	6	0	9	0	6	12	14	5	--	4	1	1A	11A	22	Yes									
20	10/74	X			X	X			17	35	0	23	0	22	0	0	10	51	0	29	0	7	0	0	14	28	0	6	0	3	3	6	0	9	0	12	14	14	--	--	5	0	1A		56	16	No								
21	2/75	X		X		X			11	31	0	17	0	0	0	0	10	31	0	0	0	0	0	0	14	22	0	0	0	0	3	6	0	12	0	11	14	14	22	5	--	--	1A	11B	50	Yes									
22	1/76	X		X		X			32	35	0	26	0	24	0	3	49	--	12	--	0	--	0	--	28	30	5	7	0	3	6	6	9	12	0	0	12	12	9	--	5	--	1A	11B	26	Yes									
23	7/74	X		X		X			10	28	0	0	0	0	0	0	7	33	0	0	0	0	0	0	15	22	0	0	0	0	1	1	0	0	0	0	0	5	59	22	--	--	1A	45	0	No									
24	9/74	X			X		X		15	26	0	0	0	0	0	0	25	49	0	0	0	0	0	0	16	18	0	0	0	0	3	3	0	0	0	0	3	9	30	4	--	--	1A	26	1	No									
25	11/75	X		X		X			25	35	0	24	0	11	0	0	17	51	0	37	0	6	0	0	20	31	0	7	0	1	4	6	0	12	0	9	8	12	23	24	--	--	1A	11B	14	No									
26	8/75	X			X		X		18							27									22	--	0	--	0	--	4	--	0	--	0	--	14	--	17	8	--	--	26	11B	7	Yes									
27	11/75		X	X		X			15	--	0	--	0	--	0	--	13	--	8	--	3	--	0	--	21	--	0	--	0	--	3	--	0	--	0	--	10	--	3	--	--	--	--	--	--	--									

FIGURE 1

COOKING I

Percentage of Participants Giving Correct Response at Entry

15 Sampled

Oven dish

1. Finds	53%
2. Knows purpose	80
3. Can use	
350°	7
400°	7
375°	7

Oven

1. Finds	67%
2. Opens door	73
3. Knows racks	47
4. Placing food in oven	47
5. Removing food	40

Timer

1. Recognizes	67%
2. Knows use	73
3. Can use	
30 min.	20
45 min.	20
20 min.	27
35 min.	27
5 min.	27

Can opener

1. Recognizes	67%
2. Knows use	60
3. Can use	40

Opening containers

1. Bottles & jars	53%
2. Milk carton	67
3. Meat package	80

Pouring

1. Cold liquids	67%
2. From cans	60
3. Dry ingredients	53

Toaster

1. Recognizes	93%
2. Knows use	93
3. Can use	93

<u>Recognizes baking pan</u>	40%
------------------------------	-----

Serving

1. Chops	13%
2. Casseroles	13

Aluminum Foil

1. Measures	13%
2. Tears	20
3. Uses effectively	13

However, specific data on the time factor is not available. Table 2 shows specific performance changes at all levels. An analysis of differences at Level I indicates a t of 7.26 which far exceeds the .001 level.

Cleaning

The cleaning skills area, like cooking, is divided into four hierarchically arranged levels. However, Levels I and II, in addition to assessment of task performance, also assess the participants' ability to select the proper tools and cleaning products for each task. An item analysis of fifteen pre-test records indicates that entering participants tend to lack rudimentary knowledge of Level I task skills, although they are slightly more successful in identifying appropriate tools and products required for task performance than in performing the actual tasks. Figure 2 shows the percentage of correct pre-test responses for each product, tool or task response measured at Level I.

The 90% correct response level required for mastery of task levels was not achieved on pre-testing by any of the eighteen participants on whom both pre and post-test data are available. However, eleven of the eighteen, or 61%, attained mastery on post-testing. Four participants (22%) mastered level II skills and one (6%) mastered Level III skills. No participants achieved mastery of Level IV cleaning skills.

Statistical analysis of changes in performance at Level I results in a t of 9.03 which is well above the .001 level.

Table 3 presents pre and post-test data for all four cleaning skill levels.

Clothing

Here again, four skill difficulty levels have been identified for instructional purposes, with 90% correct responses required as evidence of mastery at any level.

Item analysis of fifteen pre-test protocols indicates that the skills at Level I range in difficulty from very easy - buttoning, 100%; identification of long or short sleeves, 100%; collar, 100% - to very difficult - use of washing machine or dryer, 7%; use of scissors, 7%. In all probability, several items should be eliminated from this level since all entering participants appear to respond correctly. Figure 3.

Five percent (1) of the nineteen participants on whom pre and post-test data was available, evidenced mastery of Level I clothing skills at entry with 47% (9) demonstrating mastery on post-testing. Twenty-six percent (5) also demonstrated mastery of Level II clothing skills, with no indication of mastery at Levels III and IV when post-tested. Table 4.

TABLE 2

COOKING

Participant	LEVEL I (35)		LEVEL II (25)		LEVEL III (27)		LEVEL IV (12)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	28	31	0	14	0	0	0	0
2	18	33	0	24	0	21	0	0
3	4	21	0	0	0	0	0	0
4	9	29	0	0	0	0	0	0
5	11	35	0	23	0	0	0	0
6	12	34	0	21	0	0	0	0
7*	11	--	0	--	0	--	0	--
8*	31	--	12	--	0	--	0	--
9*	26	--	4	--	0	--	0	--
10*	24	--	10	--	0	--	0	--
11*	5	--	0	--	0	--	0	--
12*	18	--	0	--	0	--	0	--
13	23	34	0	14	0	0	0	0
14	21	35	0	26	0	24	0	3
15	9	35	0	24	0	22	0	0
16	5	27	0	20	0	0	0	0
17	32	35	15	21	0	0	0	0
18	12	33	0	13	0	0	0	0
19	13	35	0	25	0	18	0	0
20	17	35	0	23	0	22	0	0
21	11	31	0	17	0	0	0	0
22	32	35	0	26	0	24	0	3
23	10	28	0	0	0	0	0	0
24	15	26	0	0	0	0	0	0
25	25	35	0	24	0	11	0	0
26	18							
27	15	--	0	--	0	--	0	--

N = 19 19

SD = 8.52 4.02

M = 16.2 31.9

t = 7.26

FIGURE 2

CLEANING I

Percentage of Participants Giving Correct Response at Entry

Task	Tool	Product	Task
1. Surfaces			
Kitchen counter	67%	53%	20%
Bathroom counter	67	53	20
Kitchen cupboard	13	13	0
Top of refrigerator	20	13	7
Top of stove	13	0	0
Top of medicine cabinet	20	0	0
2. Tub	40	40	0
3. Sink	47	53	0
4. Makes bed			53
5. Washes dishes	67	80	47
6. Takes out trash			20
7. Changes toilet paper roll		73	53
8. Dusts	7	7	0
9. Cleans refrigerator	0	0	0

TABLE 3

CLEANING

Participant	LEVEL I (51)		LEVEL II (39)		LEVEL III (8)		LEVEL IV (3)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	27	47	0	27	0	0	0	0
2	10	51	0	33	0	6	0	0
3	2	20	0	0	0	0	0	0
4	5	37	0	0	0	0	0	0
5	25	35	0	0	0	0	0	0
6	10	46	0	33	0	0	0	0
7	45	--	0	--	0	--	0	--
8	41	--	5	--	0	--	0	--
9	7	--	0	--	0	--	0	--
10	6	--	3	--	0	--	0	--
11	2	--	0	--	0	--	0	--
12	22	--	0	--	0	--	0	--
13	17	34	0	2	0	--	0	--
14	13	47	0	37	0	5	0	0
15	17	47	0	37	0	3	0	0
16	9	51	0	37	0	3	0	0
17	40	46	25	29	0	0	0	0
18	7	39	0	0	0	0	0	0
19	15	49	0	29	0	0	0	0
20	10	51	0	29	0	7	0	0
21	10	31	0	0	0	0	0	0
22	49	--	12	--	0	--	0	--
23	7	33	0	0	0	0	0	0
24	25	49	0	0	0	0	0	0
25	17	51	0	37	0	0	0	0
26	27							
27	13	--	8	--	3	--	0	--

N = 18 18

SD = 9.45 8.9

M = 14.78 42.4

t = 9.03

FIGURE 3

CLOTHING I

Percentage of Participants Giving Correct Response at Entry

1. Knows when clothes are dirty	47
2. Sorts before washing	27
3. Use of washing machines	7
4. Use of dryer	7
5. Separates dirty/clean clothes	93
6. Use of hangers	47
7. Folding towels, pillow cases	40
8. Acceptable personal organization of BR	33
9. Selection of clothes for daily wear	33
10. Use of scissors	7
11. Understands use of	
Seamstress	7
Laundry service	13
Dry cleaning	13
Shoe repair	20
12. Knows front/back of clothing	80
13. Knows inside/outside of clothing	87
14. Demonstrates	
Buttoning	100
Zippering	87
Snapping	93
Hooking	80
Buckling	87
Lacing shoes	40
Tying shoes	80
15. Understands clothing terms	
Tag	67
Seams	67
Hem	60
Dart	20
Pleats	20
Collar	100
Yoke	20
Neckline	100

TABLE 4

CLOTHING

Participant	LEVEL I (31)		LEVEL II (7)		LEVEL III (8)		LEVEL IV (4)	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1	16	7	0	3	0	0	0	0
2	17	26	0	0	0	0	0	0
3	12	18	0	0	0	0	0	0
4	14	20	0	0	0	0	0	0
5	12	27	0	0	0	0	0	0
6	12	22	0	0	0	0	0	0
7	12	--	0	--	0	--	0	--
8	25	--	1	--	0	--	0	--
9	24	--	3	--	0	--	0	--
10	25	--	0	--	0	--	0	--
11	8	--	0	--	0	--	0	--
12	18	--	0	--	0	--	0	--
13	18	23	0	--	0	--	0	--
14	15	31	0	7	0	6	0	0
15	17	30	0	5	0	4	0	0
16	11	24	0	0	0	0	0	0
17	23	30	0	5	0	0	0	0
18	13	24	0	0	0	0	0	0
19	17	31	0	7	0	6	0	0
20	14	28	0	6	0	3	0	0
21	14	22	0	0	0	0	0	0
22	28	30	5	7	0	3	0	0
23	15	22	0	0	0	0	0	0
24	16	18	0	0	0	0	0	0
25	20	31	0	7	0	1	0	0
26	22	--	0	--	0	--	0	--
27	21	--	0	--	0	--	0	--

N = 19

SD = 4.16 4.42

M = 16.0 25.47

t = 6.8

Statistical analysis of change in performance at Level I between pre and post-tests results in a t of 6.8, well above the .001 level.

Financial Management

The financial management skills area is composed of a three level hierarchy involving the daily management of money including banking, bill paying, taxes, etc. Three of nineteen participants (16%) evidenced mastery of Level I skills upon entry into the program, with fifteen out of nineteen (79%) demonstrating mastery on pre-testing. Ten participants (53%) also demonstrated mastery of Level II skills and five (26%) demonstrated mastery of Level III upon post-testing.

An analysis of fifteen pre-test protocols on financial management skills indicates that although all incoming participants were able to adequately identify coins and about two thirds had some method of identifying currency, less than half knew the source of their money and only about a third understood bills or bill paying. See Figure 4.

Statistical analysis of change in Level I financial management skills indicates a t of 5.36, well above the .001 level. See Table 5.

Computation

The computation skills area, closely related to financial management, is composed of only one level, although it should probably be expanded to include training of slightly more complex skills.

Skills Center participants tend to be divided into two groups, with approximately half demonstrating mastery of the measured skills at entry, while half evidence almost no computational skill whatsoever. When it is understood that the skills measured are at a third grade mathematics level at best (most difficult problems involve multiplication or division by 2) then the deficiencies in this area become clear. Figure 5 shows the percentage of participants responding correctly to each problem when pre-tested.

Statistical analysis of change in this skill as a result of training indicates a t of 1.24 which does not reach a satisfactory level of significance.

Mobility

Orientation and mobility data included in this report covers those scores obtained during the current year's operation. Some participants had completed this area prior to the beginning of

FIGURE 4

FINANCIAL MANAGEMENT

Percentage of Participants Giving Correct Response at Entry

1. Identifies coins	100
2. Has method of identifying and arranging currency	67
3. Knows source of money	47
4. Understands basis of checking account	13
5. Deposits checks	7
6. Understands bills	33

TABLE 5
FINANCIAL MANAGEMENT

Participant	LEVEL I		LEVEL II		LEVEL III	
	Pre	Post	Pre	Post	Pre	Post
1	3	5	0	12	0	7
2	3	6	0	10	0	9
3	1	4	0	0	0	0
4	2	6	0	8	0	0
5	2	6	0	8	0	0
6	2	6	0	12	0	12
7	5	--	5	--	8	--
8	3	--	2	--	0	--
9	4	--	3	--	0	--
10	2	--	0	--	0	--
11	2	--	0	--	0	--
12	5	--	0	--	0	--
13	3	6	0	9	0	0
14	3	6	0	12	0	0
15	4	6	0	12	0	12
16	2	6	0	11	0	11
17	6	4	7	9	0	0
18	2	5	0	10	0	0
19	2	6	0	9	0	6
20	3	6	0	9	0	12
21	3	6	0	12	0	11
22	6	6	9	12	0	0
23	1	1	0	0	0	0
24	3	3	0	0	0	0
25	4	6	0	12	0	9
26	4	--	0	--	0	--
27	3	--	0	--	0	--

N = 19

SD = 1.37 1.37

M = 2.89 5.26

t = 5.36

FIGURE 5

COMPUTATION

Percentage of Participants Giving Correct Response at Entry

Addition

$$\begin{array}{r} .21 \\ + .13 \\ \hline \end{array} \quad 73\%$$

$$\begin{array}{r} 1.59 \\ + .28 \\ \hline \end{array} \quad 60$$

$$\begin{array}{r} 165.20 \\ + 369.00 \\ \hline \end{array} \quad 53$$

Subtraction

$$\begin{array}{r} .99 \\ - .54 \\ \hline \end{array} \quad 67\%$$

$$\begin{array}{r} 1.25 \\ - .75 \\ \hline \end{array} \quad 60$$

$$\begin{array}{r} 165.33 \\ - 137.95 \\ \hline \end{array} \quad 47$$

$$\begin{array}{r} 200.00 \\ - 121.63 \\ \hline \end{array} \quad 47$$

Multiplication

$$\begin{array}{r} .24 \\ \times 2 \\ \hline \end{array} \quad 60\%$$

$$\begin{array}{r} 1.50 \\ \times 2 \\ \hline \end{array} \quad 60$$

$$\begin{array}{r} 157.00 \\ \times 2 \\ \hline \end{array} \quad 53$$

Division

$$2 \overline{) .80} \quad 60\%$$

$$2 \overline{) .64} \quad 60$$

$$2 \overline{) 12.40} \quad 47$$

$$2 \overline{) 215.00} \quad 46$$

TABLE 6
COMPUTATION

Participant	Pre	Post
1	12	12
2	1	10
3	0	2
4	0	0
5	0	0
6	0	0
7	14	14
8	11	--
9	13	--
10	13	--
11	8	--
12	14	--
13	14	14
14	12	14
15	12	14
16	3	1
17	4	8
18	4	12
19	12	14
20	14	14
21	14	14
22	12	12
23	0	5
24	3	9
25	8	12
26	14	--
27	10	--

N = 19

SD = 5.78 5.26

M = 7.3 9.53

t = 1.24

the current project year, while others were too new for adequate data collection. Scores obtained in this skill area are error scores rather than correct response scores. Improvement, therefore, is represented by a reduction in score, with mastery of the skill at either Level I or II represented by an error rate of 12 or less.

Figure 6 shows the percentage of participants making errors and the average number of errors made by each on the identified behaviors of concern.

Table 7 provides pre and post change data for both Levels I and II. Five of the seventeen participants for whom Level I pre and post data were available evidenced mastery at entry with a total of 14 demonstrating mastery on pre-testing. The error range at entry was from 2 to 59, with a mean of 26. Statistical analysis of change resulted in a t of 3.55 which is significant at the .01 level.

Available data does not seem to indicate that Level II skills are significantly more difficult than Level I for a majority of those participants who master Level I. However, since Level II does require a demonstration of skills which allow more extensive movement through the community, training should undoubtedly be continued at this time.

Vocational Readiness and Training

The project appears to have made excellent progress in this area during the past year. Though some program modifications are still being initiated, an excellent foundation of workshops, job observation opportunities and work experience has been established.

The vocational readiness hierarchy has been slightly changed as a result of the past year's experience and is currently conceptualized as indicated in Figure 7. Though these changes from the original hierarchy are minor, it is felt that the current organization allows a clearer delineation of progress through the training program (see original program evaluation proposal).

ASSESSMENT OF CAREER DEVELOPMENT: Each entering participant was administered the Assessment of Career Development Inventory as a means of obtaining information regarding the amount of career information evidenced by each individual and the group as a whole. Since the inventory is designed for administration to high school students rather than a young adult population, adequate normative data is not readily available. As a result, all comparisons made at this time are with a sighted, eleventh grade population and must be interpreted with caution.

FIGURE 6

PERCENTAGE OF PARTICIPANTS GIVING CORRECT RESPONSE

MOBILITY PRE-TEST		
	Percent Participating	Average # Errors
STREET TRAVEL		
1. Veering	40%	2.3
2. Fails to stop at or avoid obstacles, etc.	20%	1.3
3. Fails to detect drop-offs	27%	.57
4. Fails to maintain centered arc	20%	2.0
5. Fails to maintain non-shuffling	20%	1.67
6. Fails to adjust arc	0	0
7. Fails to cover centered, approx. shoulder width ar:	67%	2.7
8. Fails to resume correct line of travel	33%	1.8
STREET CROSSINGS		
9. Fails to detect blended curb	27%	1.0
10. Fails to identify corner	40%	1.67
11. Crosses when unsafe	33%	1.2
12. Fails to cross at appropriate place	20%	1.33
13. Veers when crossing	60%	1.33
14. Fails to clear before stepping off curb	73%	5.0
15. Fails to clear before stepping up curb	60%	3.56
16. Fails to cross lighted intersection after 3 lights	7%	1.0
DIRECTIONS		
17. Fails to make appropriate turn per route instructions	53%	1.5
18. Fails to make appropriate street crossing	20%	1.33
19. Fails to locate appropriate landmark	20%	1.0
SIGHTED GUIDE		
1. Fails to use correct grip	20%	1.0
2. Fails to assume correct position	7%	1.0
3. Fails to respond to elevation changes	14%	1.0
4. Fails to adjust to turns made by guide	27%	1.0
5. Fails to assume correct position when passing through doorways or congested areas	33%	1.0
6. Fails to assist with doors	47%	1.2
7. Fails to adapt cane technique for use with guide	20%	1.0
STAIRS		
1. Fails to use can to detect beginning of stairs	7%	1.0
2. Fails to use cane to detect end of stairs	7%	4.0
3. Fails to use cane to detect two or three steps in advance with cane at a diagonal to the body while ascending and descending stairs	27%	1.75
SPATIAL TERMS		
1. Fails to demonstrate ability to vary body position by turning in relation to a specific object as called for in verbal directions:		
a. "...to the right of you."	0	0
b. "...to the left of you."	0	0
c. "...behind you."	0	0
d. "...in front of you."	0	0
2. Fails to demonstrate ability to execute 1/4 right turn	13%	1
3. Fails to demonstrate ability to execute 1/4 left turn	13%	1
4. Fails to demonstrate ability to execute 1/2 right turn	27%	1
5. Fails to demonstrate ability to execute 1/2 left turn	27%	1
6. Fails to identify the perpendicular street	20%	1
7. Fails to identify the parallel street	20%	1

TABLE 7

ORIENTATION/MOBILITY

Participant	LEVEL I		LEVEL II	
	Pre	Post	Pre	Post
1	23	11	--	--
2	17	5	8	5
3	33	23	--	--
4	24	10	--	--
5	--	--	--	2
6	16	12	--	17
7	25	--	--	--
8	--	--	--	--
9	16	--	--	--
10	20	--	--	--
11	36	--	--	--
12	19	--	--	--
13	26	--	--	--
14	6	2	--	--
15	30	12	5	3
16	39	9	4	6
17	5	--	16	--
18	--	--	--	26
19	5	--	4	1
20	--	--	5	0
21	22	5	--	--
22	9	--	5	--
23	59	22	--	--
24	30	4	--	--
25	23	24	--	--
26	17	8	--	--
27	3	--	--	--

N = 13

SD = 13.03 7.36

M = 26.08 11.31

t = 3.55 23

FIGURE 7

VOCATIONAL TRAINING HIERARCHY

Level I Living skills, independence skills, mobility - sub activity hierarchies are defined within each skill area. Mastery of these skills is not essential for movement into Levels II and III. However, mastery should be demonstrated before participant can be considered as having completed Level IV readiness for employment requirements.

Level II Vocational Readiness Training
Structured job observations begin and may continue through all levels of the hierarchy

- a. Interest clarification and definition
 - 1. Oral administration of Assessment of Career Development
 - 2. Job interest interview. What kind of job and why.
- b. Definition of job requirements
 - 1. List of possible choice alternatives
 - 2. Analysis of behaviors required for each alternative
 - 3. Assessment of specific behavioral deficiencies and strengths for each alternative
- c. Selection of type of training program or program sequence

Level III Vocational Training

- a. Placement in specific programs
- b. Job seeking skills
 - 1. Locating
 - 2. Applying
 - 3. Social skills
 - 4. Interviewing
- c. Wage and hour laws and legal rights

Level IV Employment activities

- a. Work experience
- b. Job search
- c. College
- d. Full time employment

The topic of career planning reflects major differences in the perception of the Skills Center population and the eleventh grade norm group, both in the need for early planning and the most important consideration in job selection, with the Skills Center group indicating less need to plan for careers during the high school period and perceiving interests as having little or no place in the job consideration process. Unlike their eleventh grade peers, they see ability as being the most important consideration, which may suggest a more restricted perception of job choice and potential job satisfaction. Table 8.

The occupational preferences of Skills Center participants tend to cluster in the social, health and personal services area, with 53% of the participants selecting occupations in this area. In contrast, their eleventh grade peers show preferences which are relatively evenly distributed across categories. Table 9.

Educational plans for the two groups tend to differ, primarily in the area of college attendance, with almost half of the eleventh grade norm group indicating plans to complete three or more years of college, compared to only 27% of the Skills Center population. Table 10.

Job values selections again tend to differ, primarily in the area of interest, although Skills Center participants tend to be more sensitive to being watched or supervised. Table 11.

Skills Center participants appear to be significantly less clear on how to prepare themselves for particular jobs and considerably more uncertain about the future than their eleventh grade counterparts. Table 12.

In the area of perceived needs for help, the Skills Center participants tend to differ from the eleventh grade sample in their need to discuss personal concerns (60% to 30%) and in making career plans (93% to 78%). Table 13.

A summary of exploratory occupational experiences indicates that Skills Center participants have had an average of 1.7 exploratory experiences compared to 1.5 for the eleventh grade population. In view of the average age difference between the groups (approximately 7 years) the Skills Center population should probably be considered as evidencing a deficit in this area. Table 14.

TABLE 8

CAREER PLANNING KNOWLEDGE

1. Most people do not need to begin career planning until their final year in high school.

	<u>Skills Center</u>	<u>11th Grade Norm</u>
True	47%	15%
False	53	85

2. Most important to consider when asking -- What is most important for me in a job?

	<u>Skills Center</u>	<u>11th Grade Norm</u>
A. Goals-Values	33%	39%
B. Abilities	60	12
C. Interests	7	48
D. Job Market	0	1

TABLE 9
OCCUPATIONAL PREFERENCES

	<u>Skills Center</u>	<u>11th Grade Norm</u>
Business Sales & Management		
A. Promotion & Direct Contact Sales	0%	2%
B. Management & Planning	0	3
C. Retail Sales & Services	0	1
Business Operations		
D. Clerical & Secretarial Work	7	8
E. Paying, Receiving & Bookkeeping	7	4
F. Office Machine Operation	0	3
G. Storage, Dispatching & Delivery	0	1
Technologies & Trades		
H. Human Services Crafts	0	1
I. Repair, Service Home/Office Equip.	0	2
J. Growing - Caring for Plants/Animals	0	1
K. Construction & Maintenance	0	5
L. Transport Equipment Operation	0	1
M. Machine Operation, Service, Repair	13	6
N. Engineering, Applied Technologies	0	7
Natural, Social & Medical Sciences		
O. Natural Sciences & Mathematics	0	4
P. Medicine & Medical Technologies	0	8
Q. Social Sciences & Legal Services	0	2
Creative & Applied Arts		
R. Creative Arts	7	4
S. Applied Arts (Verbal)	7	2
T. Applied Arts (Visual)	0	5
U. Popular Entertainment	7	0
Social, Health & Personal Services		
V. Education & Social Services	13	13
W. Nursing & Human Care	27	8
X. Personal & Household Services	13	3
Y. Law Enforcing/Protective Services	0	3

TABLE 10
EDUCATIONAL PLANS

	<u>Skills Center</u>	<u>11th Grade Norm</u>
A. Graduate from high school	27%	15%
B. Complete an apprenticeship program	0	3
C. Complete job training program in military	0	4
D. Complete up to two years in community college, junior college, or technical school	13	18
E. Complete up to two years in private business, trade, or technical school	13	7
F. Complete three years or more of college	27	46
G. Something else	20	6

TABLE 11
JOB VALUES

	<u>Skills Center</u>	<u>11th Grade Norm</u>
A. Working with people I like (co-workers)	19%	7%
B. Being own boss, doing work as I want with nobody watching over me (independence)	19	5
C. Work that I enjoy doing, that is interesting to me (interest)	56	74
D. Having a steady job where I would not be fired (job security)	0	5
E. Being responsible for making decisions and for work of other people (responsibility)	6	3
F. Being well paid for my work (pay)	0	6

TABLE 12
SELF-EVALUATION OF CAREER PLANNING

1. How sure are you of steps to prepare for and enter each of the two jobs?

	<u>Skills Center</u>	<u>11th Grade Norm</u>
A. Do not know where to begin	47%	12%
B. Have some idea	33	47
C. Steps pretty clear	13	30
D. Steps quite clear	7	11

2. What would you say that your job future is --

	<u>Skills Center</u>	<u>11th Grade Norm</u>
A. Bright?	27%	56%
B. Dark?	7	3
C. Uncertain?	67	41

TABLE 13
PERCEIVED NEEDS FOR HELP

	<u>Skills Center</u>	<u>11th Grade Norm</u>
A. Improving study skills	53%	65%
B. Improving reading skills	53	58
C. Improving math skills	67	60
D. Choosing courses	60	58
E. Discussing personal concerns	60	30
F. Discussing health problems	53	15
G. Making career plans	93	78
H. Obtaining money for education	67	56
I. Finding after-school or summer work	67	67

TABLE 14

GENERAL SUMMARY OF EXPLORATORY OCCUPATIONAL EXPERIENCES

Response Average	Skills Center Total Cum %	11th Grade Norm Total Cum %
2.8-3.0	100%	100%
2.7	100	100
2.6	100	100
2.5	100	99
2.4	100	99
2.3	100	97
2.2	100	95
2.1	100	91
2.0	100	85
1.9	100	76
1.8	87	64
1.7	73	51
1.6	67	36
1.5	53	22
1.4	47	11
1.3	40	5
1.0-1.2	13	2

Skills Center Workshops

Eleven special study sessions were held during the project year as part of the vocational training program. The format for these sessions ranged from direct instruction and role playing in specific topic areas to guest lectures by members of the business community. Figure 8 lists topics and speakers for each of the eleven sessions.

Job Observations

A goal of twenty job observations per project participant was established for the current year. However, as indicated in the interim report, unexpected difficulties were encountered in the establishment of satisfactory observation sites and in the development of adequate working relationships with the business community. As a result, actual job observations engaged in by participants were considerably below anticipated rates at mid year but increased markedly during the latter half. A total of three hundred twenty-three observations were completed by participants, with the number of individual observations ranging from 0 to 33, and a mean observation rate of 12. When the six newest participants are excluded from this figure due to the lack of time available for observations, the mean observation rate increases to 15 per participant. Though this falls somewhat short of specified goals, it still reflects excellent progress. Figure 9 lists the range of job observation opportunities which were available to participants during this period.

Movement Through the Vocational Hierarchy

Since Level Ia on the Vocational Hierarchy deals with mastery of daily living skills, only two of twenty-five participants were placed above this level at entry. As indicated earlier, however, the hierarchy has since been revised and mastery of Level I skills is no longer deemed necessary for movement to subsequent steps. In all probability, therefore, entry placement may not adequately reflect initial vocational skills and gain should be interpreted with some caution. In spite of this precaution, however, rather impressive gains appear to have been made by project participants in moving through the hierarchy. Fifteen of twenty-seven participants have reached Level IV and are either engaged in a work experience program or job search. When the six new participants are removed from these calculations, results indicate that seventy-one percent of the eligible project participants attained this level. Figure 10 shows the number of participants involved in the work experience program, type of job, dates, hours per week and wage.

When one considers the normally small percentage of blind adults who attain employment, these figures become even more impressive.

FIGURE 8

WORKSHOPS AND GUEST SPEAKERS

<u>TOPIC</u>	<u>SPEAKER</u>
1. Locating Job Openings	T. Ford, Skills Center
2. Locating and Applying for Jobs	T. Ford, Skills Center
3. Selection Placement Program for the Handicapped and Wage and Hour Regulations	D. Bohn, U.S. Civil Service Commission
4. Do You Want to Work?	T. Ford, Skills Center
5. Research Methods of Success - Seven Steps to Success	T. Ford, Skills Center
6. Overview of Employment Interview	T. Ford, Skills Center
7. Role Playing the Interview Process	T. Ford, Skills Center
8. Rehabilitation Engineering for Employment of the Blind	W. Garry, Blind electronics engineer
9. The Job Search	H. Leopold, California State Employment Development Department
10. Pacific Telephone - Hiring the Handicapped	B. Reddick, Pacific Telephone
11. Expanding Employment Opportunities for the Blind in Private Industry	J. Kuns, Optacon Fund, Inc.

FIGURE 9

JOB OBSERVATIONS

Dry cleaning store
Laundry worker
Compressed gas plant worker
Ice cream sales
Phone company business office
T.S.P.S. office
Biological research laboratory
College recreation room assistant
Admissions and records assistant
Cafeteria cook
Bus boy
Hospital service
Elementary bilingual teacher
Social worker
Banking services
Consumer loan officer
Receptionist
Music educator
Insurance agent
Secretary (insurance office)
Legal secretary
Child care teacher
Child care aide
Waitress
Shoe sales person
YMCA recreation assistant
Machinist
Counselor
Teacher
Jewelry store clerk
Probation officer

FIGURE 10

WORK EXPERIENCE PROGRAM

Participant	Job	Dates	Hrs./Wk.	Wage
7	Teacher Aid	7-1-76 to open	20	3.75 hr.
9	Clerk Typist	6-14-76 to open	20	3.75 hr.
10	Clerk Typist	6-14-76 to 7-4-76	20	3.75 hr.
15	Receptionist/Piano Accompanist		20	3.75 hr.
17	Housekeeper	6-21-76 to 8-25-76	20	2.30 hr.
18	Production Worker	6-21-76 to 8-25-76	30	2.30 hr.
19	Counselor Aide(College)	8-1-76 to 9-1-76	20	2.30 hr.
21	Teacher Aide	6-7-76 to open	20	3.75 hr.
26	Counselor/Teacher Aide	7-25-76 to open	20	3.75 hr.
28	Laundry Worker	6-28-76 to open	20	4.23 hr.
29	Janitor	6-21-76 to 7-10-76	20	2.30 hr.

Dissemination Materials

In addition to the training program at the Skills Center during the past year, project staff have completed two excellent sets of materials which are now available for dissemination to other projects concerned with the education of young, visually handicapped adults.

The first of these sets of materials, a cookbook designed specifically for use by the visually handicapped, complete with instructions on kitchen maintenance, food storage and shopping hints, as well as extensive collections of recipes, will be reproduced in braille, large print and regular print. The regular print edition is now available for distribution.

The second set of materials, a series of curriculum brochures providing guidelines for training programs in specific living skills areas, is currently undergoing its final revision prior to actual dissemination. These materials should be available within the next sixty days.

Recreation Skills

As indicated in the mid-year report, difficulty was encountered in the development of a recreation skills program. Project participants resisted questions regarding their private lives and requested an opportunity to participate in the development of the recreation program. Since that time, the project evaluator has met twice with project staff and participants in order to facilitate development of an appropriate program. Project participants have also held a series of meetings among themselves on the topic of recreation. Several have become involved in skiing and other group activities and, in fact, the meetings themselves appear to provide a form of recreation.

Participants have now agreed to answer periodic check lists regarding recreation activities. However, these check lists will be submitted with no names attached to preserve anonymity. Plans also include developing several group activities which participants may attend on a voluntary basis.

Attrition

During the project year, four of twenty-seven participants left the project without completing the program. Reasons in all cases are not clear, however, conflict in life style appears to predominate as the causal factor. This attrition rate of fifteen percent would not appear to be excessive in a project of this type.

Summary

The Blind Living Skills Center appears to be operating effectively in all areas. Living skills training continues to generate signi-

ficant gains in project participant skills, while the vocational training program has made excellent progress during its first full year of operation. Continued effort could be directed to the development of a recreation skills program during the coming year.

12. Anticipated Changes and/or Problems. Major changes have been implemented for the second year of this project. They are presented in the revised form of the 1976-77 proposal for the Living Skills Center for the Visually Handicapped.

13. Dissemination Activities.

Visitors (Organizations and Individuals):	375
Presentations by Staff:	55
Presentations on Major T.V. Networks:	2
Presentations on Radio:	3
Descriptions in National Journals:	3
Descriptions in Newspapers:	8
Letters received and responses sent:	150
Publications:	See list under "Major Activities"

15. Report Abstract.

Project Number: 1791

Grant Number: C007502394

Nature of Report: Final

Project Title: Living Skills Center for the Visually Handicapped

Period Covered by this Report: July 1, 1975 - June 30, 1976

Category of Project: Populations

Name of Project Director: Philip H. Hatlen

Name and Address of Grantee/Assistance Contractor Institution:

Frederic Burk Foundation for Education
at San Francisco State University
75 Southgate Avenue
Daly City, California 94015

Forty visually handicapped young adults were provided living skills and career education in a unique setting. These participants lived in apartments in a large apartment complex during their period of instruction. Teaching was provided on an individual basis by five staff members.

Major Activities. The primary objective of this project was "...a population of blind persons with the skills and personal characteristics which will enable them to be easily assimilated into the community and will dramatically increase their employability and contribution to society."

Six major activities were listed as leading to this objective:

- (1) Orientation and mobility skills
- (2) Communication skills
- (3) Living skills
- (4) Social skills
- (5) Recreational skills
- (6) Vocational training and placement

The extent to which these activities resulted in this project meeting its primary objective is documented thoroughly in the evaluation report.

Progress is noted for five of the six activities for all participants. (One activity, recreational skills, has not proceeded satisfactorily, for reasons noted in the evaluation report).

Most important, of the 40 participants served during the project year the following data illustrate the success of the Center:

Number living independently:	23
Still enrolled at Center:	13
Living with parents:	4
Employed (Permanent):	5
Employed (CETA-Temporary):	12
In intensive job training:	9

Additional objectives for the Center were:

(1) Demonstration of a unique service for the blind which may serve as a model for others. Dissemination has been the primary activity in meeting this objective. Replication efforts by others are moving slowly; at the present time, at least three schools/agencies are working on replication Centers (Illinois, Arkansas, and Pennsylvania).

(2) Development of instructional materials and techniques which may be worthy of dissemination. Three publications will be available for dissemination by